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ABSTRACT

This resource booklet describes 33 programs sponsored by the California-based Dissemination Network for Adult Educators (DNAE). The programs are arranged under the following headings: (1) Adult Basic Education (ABE), (2) Assessment, (3) Competency-Based Education (CBE), (4) English as a Second Language (ESL), and (5) Vocational English as a Second Language (VESL). Each of the programs is described according to the following format: project title, target audience, program description, history of the project, implementation requirements, workshop participants and time required, facilitators, and developmental funding source. (AMH)

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EXEMPLARY PROGRAMS FOR ADULTS

A RESOURCE OF EXEMPLARY ADULT EDUCATION PROGRAMS SELECTED BY THE DNAE ADVISORY PANEL

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FOURTH EDITION
SPRING 1983

ACSA, FOUNDATION FOR EDUCATIONAL ADMINISTRATION

DISSEMINATION
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Throughout California, state and federal monies have enabled teachers and administrators to develop exemplary programs that meet critical needs. At the same time, educators elsewhere have been facing virtually identical problems, unaware that useful solutions had already been developed. To bring together these solutions and those searching for them, the California State Department of Education, through the auspices of ACSA, Foundation for Educational Administration, funded the Dissemination Network for Adult Educators (DNAE).

DNAE offers exemplary programs plus inservice training of staff at minimal costs to adult education centers. The services of DNAE Facilitators are free. Adopting centers pay for required curriculum material and release time for workshop participants to attend training.

There are three steps to adopting a DNAE Exemplary Program for Adults:

1. *IDENTIFY* what need you want remedied and which DNAE programs might offer a solution.

2. Learn more about the programs that interest you. DNAE will send you *IN-DEPTH INFORMATION* regarding each program including the adoption workshop agenda and the minimum requirements necessary to successfully put the program in place.

3. Complete an *ADOPTION AGREEMENT* for the program which best fits your needs. DNAE will help you schedule inservice training by the facilitators of the selected program. The facilitators will also provide follow-up assistance after the workshop.

For more information, call **TOLL FREE 800-672-3494** or write DNAE, 1575 Old Bayshore Highway, Burlingame, CA 94010.

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PROJECT APL Gameplan for Learning

TARGET AUDIENCE All Students

DESCRIPTION A program designed to develop and integrate instructional games into existing curriculum. Gameplan for Learning consists of instructional games based upon the Adult Performance Level (APL) skill continuum. It provides 4 basic game formats which can be easily adapted to individual student and classroom needs. The games can be utilized for diagnostic assessment, reinforcement of skills, criterion-referenced testing for skill mastery, as well as a motivational device and a vehicle for social interaction.

HISTORY Field test sites for APL Gameplan include adult school programs in Los Angeles, San Diego and Fresno counties. Adult school programs in Indiana, Arizona, Nevada, Massachusetts, New York, and Iowa have implemented the Gameplan as well as 18 sites in California.

IMPLEMENTATION REQUIREMENTS Training is suggested for all staff members involved in implementation. Materials needed include game boards, construction paper, card stock, and felt pens. Optional equipment to laminate material.

WORKSHOP PARTICIPANTS/TIME REQUIRED Adult Education Teachers and Aides; 3 Hours.

FACILITATORS Berdene Swan, Eloise Wise

DEVELOPMENTAL FUNDING Section 309 of the Adult Education Act, 1977-1979.

PROJECT Bridging Program: Moving Successfully From One Educational Level to Another

TARGET AUDIENCE Community College, ABE, ESL, & High School Completion Students

DESCRIPTION This program is designed to assist ABE & ESL Students to successfully "bridge" the gap between Adult Basic Education classes & community college or adult high school completion courses. The Bridging Program provides assistance in the basic skills areas of reading, writing, grammatical structure, math, & study skills. In addition, the ESL student may also receive assistance in speaking & listening skills, use of vocabulary & idiomatic expressions, writing & note-taking. The flexible enrollment policy, referral system & initial diagnostic assessment enables students to receive immediate remediation of their specific skill deficiencies.

HISTORY The open-door policy of the San Diego Community College District requires that the colleges provide instruction to any adult 18 years of age or older. Because many students lack the basic skills needed to succeed in college programs, San Diego Mesa Community College provides Developmental Education courses to help students who are deficient in the basic skills. Recently, however, new enrollees (estimated to be 25% of all entering students) found it difficult to pass even the college Developmental Education courses. Thus it became evident that a basic skills program bridging the gap between college Developmental Education courses and Adult Basic Education classes was needed. Since July 1980 this need is being met through the Bridging Lab located in the Independent Learning Center at Mesa College.

IMPLEMENTATION REQUIREMENTS Recommended staff include community college & adult administrators and college & adult instructors directly involved in the implementation of the program. Additional recommended staff to assist in an advisory capacity include counseling staff & Department Chairs of English & Math. Material & equipment requirements include recommended commercially prepared classroom textbook supplies & assessment tools as well as hardware for reading labs & learning centers. Required facilities, located on the campus of the community college or the adult high school completion center, include a room for individualized instruction and an adjacent classroom set up for small-group instruction.

WORKSHOP PARTICIPANTS/TIME REQUIRED College & Adult Administrators, Counselors, College & Adult Instructors; 4 Hours.

FACILITATORS Eileen Benzwi, Joan Severson

DEVELOPMENTAL FUNDING California Community Colleges Fund for Instructional Improvement

PROJECT Emeritus Program Design for Older Adults

TARGET AUDIENCE Older Adult Students

DESCRIPTION The workshop is designed to provide administrators with information necessary to implement older adult programs in response to specific community needs. A flexible and varied model program design will be presented including needs assessment instruments, course outlines, staffing patterns, procedures, budget, curriculum development, site identification and program evaluation.

HISTORY The older adult program curriculum was developed by the Rancho Santiago Community College District/Continuing Education Division over a period of ten years (1973-83) in response to identified needs within the community. The curriculum consists of twelve (12) different courses which are offered at twenty-two (22) senior centers, convalescent hospitals and residential facilities throughout the district, currently serving over 3,000 students.

IMPLEMENTATION REQUIREMENTS Adoption requires administrative and staff commitment to the development of an older adult program which meets district needs. Training is recommended for all staff members involved in implementation.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, coordinators, resource personnel; 6 Hours.

FACILITATORS Kathy Menneally, Carolyn Motokane

DEVELOPMENTAL FUNDING Rancho Santiago Community College District 1973-1983.

PROJECT Fremont Union High School District Volunteer Academy

TARGET AUDIENCE A variety of adult education students

DESCRIPTION The academy is designed to provide specialized instruction and/or services to adult education students through volunteers. These trained volunteers provide quality instruction and services which would not otherwise be possible in an adult education program.

HISTORY Fremont Union High School District has a history of incorporating volunteers into existing instructional programs. In 1979, the adult education program was awarded a Right to Read grant which utilized volunteer tutors. In 1980, the adult education program received a four-year Basic Skills grant, providing individualized instruction by volunteers to ABE, ESL, GED, and high school diploma students.

IMPLEMENTATION REQUIREMENTS Adoption requires a commitment by administration and staff to utilize volunteers. Prior to adoption, the staff must identify specific program needs which would be uniquely performed by volunteers. Staff requirements vary depending on the size of the program; however, at least one staff member must be responsible for the volunteer program.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrator, staff working with volunteers; 6 Hours.

FACILITATORS Lexie Schroeder

DEVELOPMENTAL FUNDING U.S.D.E. Right to Read and Basic Skills Office. 1979 - 1982.

PROJECT Functional Reading Units for Survival

TARGET AUDIENCE ABE, ESL, and High School Diploma Students

DESCRIPTION Functional Reading Units (FRU) for Survival are short-term reading lessons designed to teach essential adult survival skills by volunteer tutors. Each FRU is a complete learning package which includes a pre/post test, a short functional reading lesson, a practice page, a review, and flash cards with definitions. The FRU's are created for use by paraprofessionals and volunteers.

HISTORY Functional Reading Units (FRU's) were created as part of the materials development component of the LaPuente Outreach Reading Academy. Over a four year period, a total of 50 FRU's were written, field tested, revised, and implemented into the on-going Outreach Reading Academy. Under fourth year funding, a complete FRU guidebook and a FRU evaluation instrument was developed.

IMPLEMENTATION REQUIREMENTS Training is recommended for all staff members involved in implementation. A 20% program coordinator, a 20% certificated instructor, and a cadre of volunteers or aides are required. The FRU's may be used in a learning center, classroom, or community location. Materials required are 1 set/site of the 50 Functional Reading Units and the FRU Teacher Guidebook.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, ABE & ESL Teachers, Volunteer Tutors; 3 Hours. An additional 6 hour workshop may be arranged for instruction in the development of original Functional Reading Units.

FACILITATORS John Fleischman, Della Arias

DEVELOPMENTAL FUNDING National Right to Read Office, Department of Health, Education & Welfare.

PROJECT The Funnybone Family Saga: An ABE Sight-Reading Series

TARGET AUDIENCE ABE and Intermediate ESL Students

DESCRIPTION The Funnybone Family Saga was produced in response to the documented need for low-level adult reading material. The goal has been to provide a flexible, useable, readable set of materials for adult basic reading instruction. The Funnybone Family Saga presents a series of 10 sight readers designed to interest and amuse adults at a first to fourth grade reading level. Materials are provided for diagnosis and/or instruction of word analysis, sight words, reading application and simple comprehension. The Teacher's Guide provides a structured approach with suggestions on how to utilize the components most effectively. The instructor may choose to emphasize some components over others; or delete some components in favor of others.

HISTORY Project Funnybone was developed at the Elsinore Union High School District. Field-testing of the series was conducted at adult instructional facilities in Lake Elsinore, Santa Ana, San Diego and Burbank.

IMPLEMENTATION REQUIREMENTS Training is required for the staff members involved in implementation. An ABE or ESL Reading Instructor is required with the use of aides being optional. Materials required include one set of Funnybone readers per two students, one set of teacher-made screening instruments. Optional materials include reading cassettes, worksheets, activity sheet cassettes, and criterion-referenced tests.

WORKSHOP PARTICIPANTS/TIME REQUIRED ABE & ESL Instructors; 4 Hours.

FACILITATORS John Wise, Steve Simonsen

DEVELOPMENTAL FUNDING Section 310 of the Adult Education Act, 1978-80.

PROJECT Microcomputer Approach to Vocational Literacy Training: The Wisher Programs

TARGET AUDIENCE ABE and ESL students reading below the 9th grade level

DESCRIPTION A microcomputer based program designed to provide individualized instruction in vocabulary and reading comprehension. The program can easily be used with any course or other materials derived from newspapers, consumer, or work materials that the student and teacher feel are relevant. Thus, the microcomputer program is an effective instructional aid which will not constrain what is taught.

HISTORY The project is based on a 5-year research and development effort in using computer technology to improve reading skills. It was tested on Navy recruits and is undergoing implementation at several Navy training centers nationwide and public adult education centers in San Diego.

IMPLEMENTATION REQUIREMENTS Adoption requires an administration supportive of a technological innovation and a faculty and staff willing to supplement classroom instruction No computer experience is necessary. An Apple II microcomputer with 2 disc drives, 16K RAM memory addition, 80-column video board, and a lower-case character chip are required. Materials include a supply of floppy discs, classroom texts and workbooks, and teacher-made reading materials.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, teachers, and aides; 6 hours.

FACILITATORS Tom Duffy, Bob Wisher

DEVELOPMENTAL FUNDING Federal funds, 1976 - 1981

PROJECT Watts Adult Basic Education Outreach Program: Recruitment and Retention - Phases I and II

TARGET AUDIENCE ABE Students

DESCRIPTION The Watts ABE Outreach Program clearly showed that an effective, planned, organized recruitment/retention program will substantially increase the enrollment and retention of ABE students if methods are consistently and constantly used. The program incorporates various methods for recruiting and retaining students including flyers, postcards, placards, brochures, bus bench ads, and professionally written press releases. Retention methods center on student incentives designed to generate school spirit, field trips, guest speakers, and semester certificates of completion.

HISTORY The Watts ABE Center in Los Angeles was used as the project site to demonstrate effective methods of recruiting and retaining ABE students. From July 1976 to June 1977, student enrollment showed an increase of 108% over 1974-75. The student drop-out rate for the same time period decreased by 25.5% from 1975-76. 58.5% of student referrals to the ABE Center were directly related to the recruitment methods initiated. Sixteen percent of the students received the eighth level certificate in June 1977 compared to seven percent for 1974-75.

IMPLEMENTATION REQUIREMENTS Adoption requires a commitment by administrators. Training is required for all staff members involved in implementation. Staff requirements include a project director, teacher and aide. Material and equipment needed include student incentives (for example, notebooks, key rings, and t-shirts,) transportation for field trips, and telephones with an answering service to enable potential students to reach the program at all times.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, ABE Counselors and Teachers; 3 Hours.

FACILITATORS Aryola Taylor, Pearl Cochran-Baker

DEVELOPMENTAL FUNDING Section 309 of the Adult Education Act, 1975-1977.

PROJECT Watts Adult Basic Education Outreach Program: Vocational-Oriented - Phase III

TARGET AUDIENCE ABE Students

DESCRIPTION The Watts ABE Outreach Program - Phase III clearly showed that an effective, planned, and organized recruitment/retention program with a vocational assistance component would increase the enrollment and retention of ABE students if the methods employed are consistent and continuous. The program incorporates various methods for recruiting/retaining students such as using flyers, postcards, placards, brochures, radio/TV announcement, and newspaper releases. Students reading at a 6th grade level or above are aided in entering a vocational training program, securing a job, or furthering their education toward entering a high school/GED program.

HISTORY In 1975 the Watts Adult Basic Education Program, a Section 309 special demonstration project, was initiated to show that the employment of an effective, planned, and organized recruitment & retention program would substantially increase the enrollment and retention of ABE students if it were conducted consistently and constantly. Statistics from this 2 year project revealed that 85% of the ABE students were unemployed and 81% were not functioning above a 6.5 reading level, with 50% functioning below a 3.0 level. As a result of these data, the Watts Adult Basic Education Program, Phase III -- Vocational-Oriented was developed in 1978 to focus not only on the recruitment of students but also, as an added dimension to introduce a vocational component to show specially that student retention would increase if students were assisted with vocational and job placement.

IMPLEMENTATION REQUIREMENTS Adoption requirements a commitment by administration. Training is required for all staff members involved in implementation. Staff requirements include a project director, counselor, clerical person and aide. Material and equipment needed include student incentives (for example, certificates, plaques) transportation for field trips, and telephones with an answering service, if possible, to enable potential students to reach the program at all times, file cabinets, placards, flyers, and access to copying equipment.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, Counselors, Teachers, Aides & Clerical personnel; 3 Hours.

FACILITATORS Aryola Taylor, Pearl Cochran-Baker

DEVELOPMENTAL FUNDING Section 309 of the Adult Education Act, 1978-79

PROJECT Adult ESL Diagnostic Reading Test

TARGET AUDIENCE ESL students beyond the pre-literate level

DESCRIPTION The purpose of the diagnostic test and reading improvement program is to diagnose student reading strengths and weaknesses as well as to provide teachers with suggestions for planning appropriate instruction. This instrument tests the integrated process of reading for meaning, rather than testing sub-skills such as phonics or grammar in isolation.

HISTORY The AESL Diagnostic Reading Test was developed under Section 310 demonstration funding from 1979 through 1982. This instrument was created because a need existed for a diagnostic reading test for adult ESL students. Extensive field testing of the instrument supports the diagnostic validity of this format. The final product is the result of a long-term collaboration between reading researchers and ESL practitioners and is currently being implemented at the Santa Clara Unified School District Adult Education Center.

IMPLEMENTATION REQUIREMENTS Adoption requires teachers/ administrators committed to testing and remediation in accordance with the student needs as evidenced by test results. Training is required for all staff members involved in implementation. The Adult ESL Diagnostic Reading Test is the only required material.

WORKSHOP PARTICIPANTS/TIME REQUIRED ESL administrators, coordinators, teachers, counselors, aides; 6 hours.

FACILITATORS Margaret Lindberg, Bet Messmer

DEVELOPMENTAL FUNDING Section 310 of the Adult Education Act, 1979 - 1982

PROJECT CASAS Item Writing for Competency-Based Tests

TARGET AUDIENCE ABE, CETA, and Vocational Students

DESCRIPTION The participants will be trained to do the following: 1) understand the different purposes for testing and be able to design test specifications for instructional units tests; 2) create listening and reading Life Skill test items that measure a student's mastery of identified Life Skill competencies at all levels of instruction; 3) develop a plan for field testing items and readying them for actual use. Participants will receive copies of item development guides, item writing specifications, and samples of listening and reading items that illustrate a continuum of assessment at all levels of instruction.

HISTORY The California Adult Student Assessment System (CASAS) is being developed through the cooperative efforts of a consortium of districts and agencies throughout California and five other western states, with coordination provided by the CASAS Project staff of the San Diego Community College District. CASAS is being developed to meet the need for a comprehensive, competency-based system to place, measure achievement, certify competency of the learner's life skill areas and provide linkage of ESL, ABE and high school completion programs. The three year consortium effort has focused on identifying a common core of competencies to be included in ESL and ABE programs of each district with appropriate life skill curriculum materials and developing and field testing more than 2,000 life skill test items that measure this common core of competency statements on a continuum of program levels.

IMPLEMENTATION REQUIREMENTS Prior to the workshop course outlines which reflect identified Life Skill competencies at each program level should be provided to workshop facilitators.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, test coordinators, teachers, test item writers, site coordinators/department chairs of ABE/ESL; 6 Hours.

FACILITATORS Barbara Barnes, Gretchen Bitterlin, Joan Meier

DEVELOPMENTAL FUNDING CASAS Section 310 of the Adult Education Act 1980 - 1983.

PROJECT CASAS Designing Competency-Based Life Skills Tests - Using the Item Bank

TARGET AUDIENCE Test coordinators, site coordinators, Department chairs for ABE, ESL high school completion, administrators

DESCRIPTION This workshop focuses on use of the CASAS Life Skills Item Bank to construct tests to locate students into appropriate test levels, measure student achievement, and certify competency. Developing related assessment materials to score tests and interpret results designed to meet local district needs will be emphasized.

HISTORY The California Adult Student Assessment System (CASAS) is being developed through the cooperative efforts of a consortium of districts and agencies throughout California and five other western states, with coordination provided by the CASAS Project staff of the San Diego Community College District. CASAS is being developed to meet the need for a comprehensive, competency-based system to place, measure achievement, certify competency of the learner's life skill areas and provide linkage of ESL, ABE and high school completion programs. The three year consortium effort has focused on identifying a common core of competencies to be included in ESL and ABE programs of each district with appropriate life skill curriculum materials and developing and field testing more than 2,000 life skill test items that measure this common core of competency statements on a continuum of program levels.

IMPLEMENTATION REQUIREMENTS Prior to the workshop course outlines which reflect identified Life Skill competencies at each program level should be provided to workshop facilitators. Training and certification in test development is required for use of the CASAS Life Skills Item Bank. Item banks will be loaned to adopting agencies until certification is attained.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, test coordinators, Department chairs for ABE/ESL/high school completion, site coordinators; 12 Hours.

FACILITATORS Suzan Barron, Peggy Doherty, Sharon Miller, Patricia Rickard - Project Director

DEVELOPMENTAL FUNDING Section 310 of the Adult Education Act, 1980 - 1983

PROJECT Competency-Based Education: Life Skills Assessment System *

TARGET AUDIENCE Adult High School Completion Students

DESCRIPTION An assessment system related to the objectives in the CAPs and the courses of the Diploma Plus program of the Los Angeles Unified School District, Division of Career and Continuing Education. The assessment system contains a Summary Test (2 forms), 5 content area Challenge Tests (2 forms each), answer sheets (6 forms), answer keys and an Informational Handbook. These assessment instruments can be used to identify students for placement in course work, remediation, or as candidates for certification.

HISTORY The Life Skills Assessment System evolved from the Competency Achievement Packet (CAP) project. An item bank of over 2200 items was generated of which 1229 were field tested in two item tryouts. Selection of items was made based on field test statistics, and the entire system was then produced and distributed. The Life Skills Assessment System is operational in 26 community adult schools, 5 regional occupation centers, and 7 adult basic education centers throughout the Los Angeles Unified School District. Currently, approximately 45,000 students are being served.

IMPLEMENTATION REQUIREMENTS Adoption requires a joint decision by administration, counselors, & teachers. Training is required for all staff members involved in implementation. Support staff must be designated for testing and placement of students. Adoption sites must purchase the Summary Tests, Challenge Tests, answer sheets, answer keys, and the Informational Handbook.

* This project may only be adopted in conjunction with Competency-Based Education: Competency-Achievement Packets (CAPs).

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, counselors & teachers of high school completion students; 3 Hours; prerequisite - completion of CAPs workshop.

FACILITATORS Bill Ririe, Richard Whiteman

DEVELOPMENTAL FUNDING Section 310 of the Adult Education Act, 1980-81.

PROJECT Adult Competency Education (ACE): Linking Basic Skills to Jobs/Group Vocational Counseling

TARGET AUDIENCE ABE, CETA, Special Education & Vocational Students

DESCRIPTION The ACE Project has two major goals: 1) to redefine basic math, reading and writing skills in terms of job related tasks and 2) to develop instructional programs based on job goals through "counseling for instruction." Linking Basic Skills to Jobs is a hands-on workshop which enables vocational and basic skills instructors to identify the math, reading and writing skills students need to enter and/or succeed in vocational training. This data can be used to develop a framework for an individualized job related basic skills program. Participants will also learn to conduct vocational counseling exercises useful in the adult classroom. The exercises are designed to help students identify realistic job goals, develop meaningful vocational training plans and to relate basic skills instruction to vocational training.

HISTORY In 1975, the California State Department of Education funded San Mateo County to investigate 70 entry level jobs and identify the math, reading and writing skills required in each. The ACE project developed Competency Based Job Descriptions, a process for group vocational counseling to assist adult students focus on a job and an individualized instructional process to address the skills the students needed to function successfully in that job. Since 1977, ACE project processes have been adapted by CETA in San Mateo County to identify the skills clients need to succeed in training programs and to provide job related basic skills instruction.

IMPLEMENTATION REQUIREMENTS Adoption requires a commitment by administrators and staff members to implement a competency-based approach to instruction and a comprehensive basic skills curriculum expressed in measurable objectives. Training is required for all staff members involved in implementation. Staff requirements to implement the complete ACE approach include a half-time vocational counselor and a basic skills teacher who individualizes instruction. Material requirements are the ACE Taxonomy of Instructional Objectives, the Entry Standards Questionnaire, and the Job Planning Manual. Required facilities include a room for group vocational counseling and a classroom set up for individualized instruction.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, counselors, ABE & Pre-Vocational teachers; 6 Hours.

FACILITATORS Joe Cooney, Jan Becker, Patricia Kurtz

DEVELOPMENTAL FUNDING Section 309 of the Adult Education Act, 1975-77; CETA San Mateo County, 1977-79.

PROJECT Competency-Based Education: Competency Achievement Packets (CAPs) *

TARGET AUDIENCE Adult High School Completion Students

DESCRIPTION A program designed to provide instructional material for the 5 competency areas of Participatory Democracy, Consumer Awareness, Home and Family Relationships, Personal and Career Development, and Health. The instructional material consists of a total of 44 CAPs* each containing a Learner's Manual and an Instructor's Folder complete with a Student Record Page, Assignment Sheets, Consumable Handouts, Mastery Checks, and Answer Keys.

HISTORY The CAPs began as a project of the subcommittee of the Los Angeles Unified School District's Division of Career and Continuing Education's Guidance Council in 1975. A ranking of 132 life skills competencies was conducted in 1976. The top ranking 44 competencies became the subject for curriculum development in 1977. Design, writing, field-testing, and revision of the CAPs continued until final publication and distribution in 1980. The CAPs are used in 26 community adult schools, 5 regional occupation centers and 7 adult basic education centers throughout Los Angeles Unified School District. Currently, approximately 45,000 students are being served.

IMPLEMENTATION REQUIREMENTS Adoption requires a joint decision by administrators and a learning center instructor or teacher. Training is required for all staff members involved in implementation. The instructional materials can be used in a learning center or a classroom. Adoption sites must purchase the CAP Learner Manuals, Instructor's Folders & Teacher's Manual.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, Counselors, and Teachers of High School Completion Students; 6 Hours. May be followed by Life Skills Assessment Workshop.

FACILITATORS Bill Ririe, Richard Whiteman

DEVELOPMENTAL FUNDING Los Angeles Unified School District, Section 306 & Section 310 of the Adult Education Act, 1976-1980.

PROJECT Diploma Plus - A Personalized Competency-Based Adult High School Diploma Program

TARGET AUDIENCE ABE, G.E.D., & High School Diploma Students

DESCRIPTION Diploma Plus, a new approach to adult education, is a program designed by adult educators, students and community members to teach the basic academic and life skills necessary for success in today's world. With Diploma Plus, a student can earn an adult high school diploma, receive a GED certificate, improve reading, writing and math skills, prepare for job training or college, and develop life skills for personal and job success.

HISTORY Diploma Plus is the result of 5 years (1976-1981) of program development based on student/community expectations concerning the relevancy of the curriculum and state mandated minimum proficiency standards. Diploma Plus is operational in 26 community adult schools, 5 regional occupational centers, and 7 adult basic education centers throughout the Los Angeles Unified School District, currently serving approximately 45,000 students.

IMPLEMENTATION REQUIREMENTS Adoption requires administrative commitment to the following criteria: a high school diploma granted by an adult high school should be a certification that a student has acquired credits based on demonstrated competence; a personalized program of instruction; and assessment should be planned for each student based on that student's goals, interest, and abilities. Training is required for all staff members involved in implementation. Required staff include an administrator or coordinator, counselor, learning center teacher, reading/basic skills laboratory teacher, classroom teachers, and instructional aide(s). Material and equipment required include recommended commercially prepared texts and assessment tools or their equivalent and hardware for reading lab and learning center.

WORKSHOP PARTICIPANTS/TIME REQUIRED ABE, GED and High School Diploma Program Administrators, Counselors, Teacher & Aides; 6 Hours.

FACILITATORS Camilla Kocol, Barbara Arney

DEVELOPMENTAL FUNDING Los Angeles Unified School District, 1976-1981.

PROJECT

Academic Prep Curriculum

TARGET AUDIENCE

ESL Students

DESCRIPTION

Academic Prep Curriculum is designed to prepare adult ESL students, in one semester, to pass college entrance exams, to function effectively at college and to perform successfully in college classes. Students participate in an intensive 4-hour a day ESL course in basic grammatical structure, spelling, reading, writing, communication & study skills which will enable them to proceed to and be successful in college level ESL classes.

HISTORY

In 1977, City College of San Francisco asked the San Francisco Community College Adult Centers to develop a curriculum that would provide college preparation for ESL students. By 1981, approximately 200 students per semester participated in the program. Academic Prep students have been able to progress successfully from adult to college classes.

IMPLEMENTATION REQUIREMENTS

Training is recommended for the administrator, counselor, and instructors involved in implementation of the program. A minimum of two instructors per one four-hour a day class and a counselor are required. Materials required include ESL texts and teacher-made materials.

WORKSHOP PARTICIPANTS/TIME REQUIRED

Administrators, Counselors & Teachers; 6 Hours.

FACILITATORS

Linda Schurer, Nina Gibson

DEVELOPMENTAL FUNDING

San Francisco Community College, 1977.

PROJECT Adult Life Skills Multi-Level ESL Starter Kit

TARGET AUDIENCE Beginning, intermediate and advanced ESL students

DESCRIPTION The Starter Kit was designed to help teachers begin implementation of the life skills competencies outlined by the CASAS Consortium. The areas of Consumer Economics, Health, Occupational Knowledge, and Community Resources have been dealt with. The goal of the Starter Kit is simply to act as a stimulus, giving teachers a patterned approach to development of techniques and materials which meet the needs of their ESL students in life skill areas.

HISTORY The Starter Kit was begun early in the '81-'82 school year when a survey of Sweetwater Union High School District teachers showed a need for materials in life skills areas. An ABE/ESL Staff Development mini-grant allowed teachers to share their knowledge and resources to produce materials to meet that need. The Life Skills Starter Kit was first implemented in the summer program of 1982.

IMPLEMENTATION REQUIREMENTS One kit per teacher with access to a duplicating machine.

WORKSHOP PARTICIPANTS/ TIME REQUIRED ESL Teachers; 6 hours.

FACILITATORS Lynne Robinson, Ann Neff

DEVELOPMENTAL FUNDING ABE/ESL Staff Development Project, 1981-82.

PROJECT Be ABLEarly (ESL Plus Parenting)

TARGET AUDIENCE ABE and ESL Students

DESCRIPTION Be ABLEarly (ESL Plus Parenting) decreases attrition and builds a bond with the community for the newcomer adult and his/her family. It is a breakthrough for holding the student at those difficult "plateau" points when students tend to drop out. The child says "We go to school today!!" Be ABLEarly is a 3-part program in which (1) children spend part of the day in child development activities; (2) parents engage in learning about child development, consumer education, ESL, etc., and (3) parents and children merge to share their learning experiences.

HISTORY The program is in its eleventh year at Burbank Adult School. Operations in Burbank presently utilize 3 facilities and serve students from Costa Rica, Columbia, Brazil, Argentina, Uruguay, Mexico, France, Italy, Japan, Formosa, and Asia. The program is also operational in San Diego, Los Angeles, and Watsonville adult centers.

IMPLEMENTATION REQUIREMENTS Adoption requires administrative and community support. Training is recommended for all staff members involved in implementation. An adult instructor and child's teacher or aide is required. Pre-school indoor and outdoor play equipment are suggested.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, ESL & Parenting Teachers, Aides; 6 Hours.

FACILITATORS Kim Rhodes, Mary Seelos

DEVELOPMENTAL FUNDING Burbank Adult School, Consumer & Homemaking Education, VEA, Part F.

PROJECT Career Development Program For Indochinese

TARGET AUDIENCE Indochinese (Vietnamese, Cambodian, and Lao) Students

DESCRIPTION A program designed to meet the career development needs of adult Vietnamese, Cambodian, and Lao students. Career guidance and teaching techniques plus a career counseling manual and comprehensive (60 hour) career development curriculum guide are components of this program. Areas covered include: Indochinese cultural background related to careers; career counseling models; career assessment, exploration, and decision making; techniques for job search and succeeding on the job.

HISTORY The Career Development Program for Indochinese is the result of two projects developed at San Jose City College. Materials were field tested in several states and disseminated at nine regional training workshops for staff members of the 107 California community colleges.

IMPLEMENTATION REQUIREMENTS Adoption requires administration and staff support. Training is required for all staff members involved in implementation. The ideal staff includes vocational teachers, career guidance personnel, ESL/VESL teachers, and bilingual aides. However, other staffing options are possible. Material requirements include the duplication of two manuals, career reference materials, and the usual classroom supplies.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, teachers, guidance staff, aides. 8 Hours.

FACILITATORS Patricia Hawkins-Katz, Linda Phillips-Jones

DEVELOPMENTAL FUNDING Vocational Education Act, Subpart 3
Chancellor's Office, California Community Colleges

PROJECT Competency-Based ESL Literacy Program

TARGET AUDIENCE Pre-literate ESL students

DESCRIPTION This workshop will define the role of the literacy teacher in identifying the pre-literate student's characteristics and in assessing their needs and goals. Strategies, techniques, tasks and materials for setting up a literacy program will be introduced in this workshop.

HISTORY Within the past five years many California communities have experienced a large influx of Indochinese refugees who have never been exposed to a formal education. ESL teachers at the Neighborhood Centers Program in Oakland learned that the self-contained literacy classroom is crucial in assisting this non-literate student through the transition to reading and writing. The Neighborhood Centers Program, Oakland Unified School District, assists communities of greatest need through decentralized learning sites located within walking distances of student homes.

IMPLEMENTATION REQUIREMENTS Adoption requires a commitment by administrative and instructional staff to incorporate a literacy component into the general ESL program. Training is required for teachers and staff unit responsible for screening and is recommended for administrative and support staff. Staffing requirements include an instructor who is motivated to establish a literacy class and staff person(s) responsible for identifying pre-literate students.

WORKSHOP PARTICIPANTS/TIME REQUIRED Teachers, screening staff, administrators; 6 Hours.

FACILITATORS Catherine Crystal, Nicole Heare & Evelyn Gong

DEVELOPMENTAL FUNDING ACSA/ESL Section 310 Project, June, 1982.

PROJECT ESL/ABE Classroom Strategies - A Video Tape Bank

TARGET AUDIENCE ESL/ABE Teachers

DESCRIPTION ESL/ABE Classroom Strategies - A Video Tape Bank is designed to provide the teacher trainer with a system for staff development through the use of video tapes. The program is a video tape library consisting of 14 video tapes of different classroom approaches to teaching ESL and ABE. The series presents a spectrum of content areas in ESL and/or ABE at a variety of instructional levels. The tapes consist of 1) an unrehearsed classroom demonstration of a technique; 2) a narrative interview during the demonstration which provides a step-by-step development of the strategy; and, 3) an in-studio interview with the demonstration teacher.

HISTORY ESL/ABE Classroom Strategies were produced by Palomar College, San Marcos, California. The video tape bank is in use world-wide, including the countries of Japan, Italy, and Mexico. In the United States, teacher training institutions, corrections facilities, libraries, hospitals, elementary and secondary schools, and adult education centers utilize the video tape bank for staff development.

IMPLEMENTATION REQUIREMENTS Training is required for the staff development/teacher trainer. . Staff required includes a teacher trainer and a video technician. Material and equipment required include prepared videotapes and videotape player.

WORKSHOP PARTICIPANTS/TIME REQUIRED ESL/ABE Coordinator or Teacher Trainer; 3 Hours.

FACILITATORS Janet R. Hafner, Katheryn Garlow

DEVELOPMENTAL FUNDING Section 309 of the Adult Education Act, 1976.

PROJECT Establishing an ESL Literacy Class

TARGET AUDIENCE Nonliterate adult ESL students

DESCRIPTION This program will design and establish classes for nonliterate adult ESL students within the general ESL program. The goal of these classes is to help students develop literacy skills which will enable them to effectively participate in a "regular" ESL class. Student identification techniques, classroom activities, and classroom materials for the nonliterate ESL student will be discussed.

HISTORY Adult ESL programs have experienced a phenomenal growth in the number of nonliterate students in the past several years. Through funding from the ACSA/ESL Staff Development Project in 1980/81, 23 consultants from Hacienda LaPuente Unified School District, Long Beach City College, and the Los Angeles Unified School District met to discuss, share, and develop conclusions and recommendations regarding adult ESL nonliterate student characteristics, classroom activities, materials and organization. The data from their meetings was compiled into the introductory guide "Nonliterate Adult ESL Students, An Introduction for Teachers".

IMPLEMENTATION REQUIREMENTS Adoption requires a commitment by administrators and staff to incorporate a literacy section into the regular ESL program. Training is recommended for the administrator, counselors, instructors, and aides involved in implementation of the program. Staff requirements include at least one instructor who is motivated to establish a literacy class and a 20:1 student/teacher ratio.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators & ESL teachers with nonliterate students. 6 Hours.

FACILITATORS Paul Chitlik, Alice De Norch

DEVELOPMENTAL FUNDING ACSA/ESL Staff Development Project, 1980-81.

PROJECT Preservice/Inservice Through Video: An Aid to Administrators

TARGET AUDIENCE ABE, ESL, Vocational, & CBE Administrators and Coordinators

DESCRIPTION Preservice/inservice training in adult education is difficult to provide because: (1) new teachers are hired as the need arises and (2) many teachers have additional full or part-time jobs and are, therefore, not available for beginning of the year orientation or other scheduled staff development activities. To enable the new teacher to receive immediate assistance and to minimize the time spent by administrators/coordinators in the repetitious orientation process, a video presentation approach to selected staff development needs is provided. This project will assist adult education administrators and coordinators in designing and implementing their own preservice/inservice through video.

HISTORY This project was completed June 1977 and has been in continuous use in the San Diego Community College (SDCC) District since that time. Approximately 100 SDCC teachers and paraprofessionals have participated in the video preservice/inservice. In addition, educational institutions in Canada, Arizona, New Jersey, New Mexico, Wisconsin, Illinois, and Texas have implemented Preservice/ Inservice through Video. More than 20 teacher training institutions, adult education centers, and corrections facilities in California have also adopted the video presentation approach to staff development.

IMPLEMENTATION REQUIREMENTS Adoption requires a commitment by administrators and coordinators to identify specific needs for staff development and to meet those identified needs through video. Staff requirements include teacher(s) and/or coordinator to act as on camera presenter and trained operator for video equipment. Material and equipment required include copies of material to be demonstrated, videocassettes, videotape recorder and playback equipment.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators and Coordinators; 3 Hours.

FACILITATORS Autumn Keltner, Leann Howard

DEVELOPMENTAL FUNDING San Diego Community College District, Instructional & Student Services, 1976-77.

PROJECT San Diego Community College District ESL Program Design

TARGET AUDIENCE ESL Administrators, Coordinators, Counselors, Teachers, and Instructional Aides

DESCRIPTION With full implementation of this program design, LEP/NEP students will be able to participate in an ESL instructional program that is specifically focused on their immediate needs and goals. These goals cluster in one of three major areas: (1) to function effectively in American society (General/Survival ESL); (2) to be successful in vocational skills training and/or employment (Pre-Vocational ESL); (3) to continue in a high school diploma or further educational program (Academic ESL). Participants will be given an overview of the process for implementation of the program design and will receive copies of student needs assessments and course outlines for each level of the three program components.

HISTORY Between 1978 and 1980, enrollment in San Diego Community College District Adult ESL classes more than doubled. Indochinese refugee students accounted for the majority of this increase. The impact of this sudden growth coupled with the facts that (1) many of the students were non-literate in any language and (2) many also needed to obtain employment in as short a time as possible, forced resource staff to take a critical look at how well the ESL program was meeting the needs of LEP/NEP students. The design for the three track program described above was developed in the spring of 1980 and implementation initiated in July of the same year.

IMPLEMENTATION REQUIREMENTS Adoption requires a commitment by administrators and staff to implement an ESL instructional program based on an assessment of students' immediate needs and goals rather than on language level. Training is a necessity for all staff involved.

WORKSHOP PARTICIPANTS/TIME REQUIRED ESL Administrators, Coordinators, Counselors, Teachers, and Instructional Aides. 6 Hours.

FACILITATORS Leann Howard, Autumn Keltner

DEVELOPMENTAL FUNDING San Diego Community College District 1980-82

PROJECT San Francisco Community College District ESL Master Plan

TARGET AUDIENCE ESL Administrators, Coordinators, Counselors & Teachers

DESCRIPTION The Master Plan describes the nature and extent of the ESL program in Adult Education in the San Francisco Community College District. The key portion of the Master Plan is the specific levels component. It divides the ESL program into eight distinct levels, giving the scope and limitations of each level. At the end of each specific level description and in an appendix of the Master Plan, there is a list of books and materials appropriate for each level.

HISTORY The ESL Master Plan is a teacher generated project that was first written in 1970/71. The San Francisco Community College District (SFCCD) ESL Committee revised and updated the Master Plan in 1975/76 and in 1979. The SFCCD has offered administrative support and funding, but the Master Plan has remained largely a teacher endeavor.

IMPLEMENTATION REQUIREMENTS Adopting a Master Plan requires a supportive administration, a faculty willing to implement the plan and a support staff to perform the testing and placement of students. Training is recommended for all staff involved in implementation. Staff requirements include an administrator and/or ESL coordinator, teachers, and support staff. Material and equipment requirements include the usual classroom and textbook supplies in addition to ESL placement and achievement tests of choice.

WORKSHOP PARTICIPANTS/TIME REQUIRED ESL Administrators, Teachers, Counselors; 6 Hours.

FACILITATORS Sharon Seymour, Bill Shoaf

DEVELOPMENTAL FUNDING San Francisco Community College District, 1970-79.

PROJECT Vallejo CBE/ESL Master Plan

TARGET AUDIENCE ESL administrators, coordinators, teachers and instructional aides

DESCRIPTION This program model is based on ten competency-based areas. The syllabus is situational, showing competency areas and grammar merged. There are three progressive cycles with different daily focuses. The Master Plan was developed for levels, beginning through advanced ESL, that correspond to CASAS levels A, B and C. The CBE/ESL Master Plan is in bank form, students receive packets rather than books. The Master Plan can be duplicated and with staff development time alloted, an ongoing process can be maintained.

HISTORY This program has been an ongoing developmental process at the Vallejo Adult School from 1979 - 1980 to the present. We felt the need to merge Life Skills and Basic Skills in our competency-based approach. This model has been supported and funded by the administration but was a teacher-team development effort.

IMPLEMENTATION REQUIREMENTS Adoption requires a commitment by administrators and staff to implement a competency-based plan that requires ongoing staff participation.

WORKSHOP PARTICIPANTS/TIME REQUIRED ESL administrators, teachers, counselors, and aides; 6 hours.

FACILITATORS Karen Homayoonnejad, Cleo Shafer

DEVELOPMENTAL FUNDING Vallejo City Unified School District and Section 306 funding

PROJECT A Vocational Education Approach to ESL

TARGET AUDIENCE ESL & Vocational Students

DESCRIPTION A Vocational Education Approach to ESL was designed to improve recruitment & retention of ESL students by providing occupation specific ESL instruction. ESl curriculum guides for Farm Equipment Operation and Maintenance and Clerical Skills were developed along with a process model for the development of occupation specific curriculum guides for any occupational area. The curriculum guides include lesson plans, recruitment, assessment, work experience, placement plans, and management plans including time lines.

HISTORY During the 1979-80 school year, the Ceres Unified School District developed and implemented the program. During the 1980-81 school year, the program was expanded to serve high school students.

IMPLEMENTATION REQUIREMENTS Occupation specific ESL programs require a supportive administrator and dedicated teachers. Training is recommended for all staff members involved in implementation. The ideal teaching staff includes a vocational teacher, an ESL teacher and a bilingual aide. However, other staffing options are possible. Cooperation from business & industry is essential. Required material and equipment will vary depending upon the occupational area of instruction.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators or supervisors, vocational teachers, ESL teachers; 6 Hours.

FACILITATORS Jack Rudd, Cam Davila

DEVELOPMENTAL FUNDING Section 310 of the Adult Education Act, 1979-80.

PROJECT Designing an Occupation-Specific VESL Curriculum

TARGET AUDIENCE VESL Students

DESCRIPTION Designing an Occupation-Specific VESL Curriculum will assist VESL teachers to define the language requirements of particular vocations and apply ESL teaching techniques to occupation-specific language needs.

HISTORY Designing an Occupation-Specific VESL Curriculum was developed under the auspices of the Chinatown Resources Development Center in San Francisco. The process model has been presented to various sites throughout California.

IMPLEMENTATION REQUIREMENTS Adoption requires administrative support and a commitment to support Limited English Proficient students in vocational training with occupation-specific VESL. Training is recommended for all staff members involved in implementation. Staff requirements include a coordinator, vocational and VESL instructors, assessment counselor, curriculum developer, and job developer/counselor. Several of these essential functions can be combined in one staff member. Required facilities include a classroom adjacent to a job site or a vocational training center.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators & prospective VESL Teachers; 7 Hours.

FACILITATORS Linda West, Betty Wilkinson

DEVELOPMENTAL FUNDING Section 310 of the Adult Education Act, 1980-81.

PROJECT Guide for Vocational Instructors Working with ESL Students

TARGET AUDIENCE Vocational Education and VESL Students

DESCRIPTION A program designed to help vocational instructors communicate with and understand limited English-speaking students; to provide cultural information to promote better working relationships in the class; to provide methods for adopting written and audio-visual materials to appropriate levels; and to instruct teacher trainers in the presentation of this information.

HISTORY The Guide for Vocational Instructors Working with ESL Students was developed through the VESL Staff Development Project, Chinatown Resources Center, December 1980-February 1981. Over 60 teachers representing more than 25 community colleges, adult education centers, and community-based organizations have received this training.

IMPLEMENTATION REQUIREMENTS Training is recommended for all staff members involved in VESL classes. No special staff, facilities, material or equipment required.

WORKSHOP PARTICIPANTS/TIME REQUIRED Vocational Education and VESL Teachers; 3 Hours. An additional hour may be arranged for teacher trainers and administrators to prepare them to repeat this workshop for new Vocational Education and VESL teachers at their site.

FACILITATORS Toni Thomas, Bobbie Macfarlane

DEVELOPMENTAL FUNDING Section 310 of the Adult Education Act, 1980-1981.

PROJECT

Moving Ahead

TARGET AUDIENCE VESL Students

DESCRIPTION Moving Ahead enables students already employed to develop sufficient mastery of English to compete with native speakers of English for promotion. They will be able to use the language to clarify directions, to initiate conversation, to discuss feelings and attitudes, to assert their own feelings, and to effectively interact with others. The Moving Ahead curriculum is divided into three main units: clarifying directions, initiating small talk, and expressing feelings. Each unit is subdivided into individual lessons which focus on particular sentence structures which will enable the student to achieve the type of communication indicated in the unit title. Vocabulary throughout the curriculum focuses on clerical as well as blue collar occupations.

HISTORY Moving Ahead was developed in 1976 as part of the VESL curriculum for a CETA funded program at Chinatown Resources Development Center (CRDC) in San Francisco. The curriculum was developed in response to the staff's awareness that students thought to be English proficient were not necessarily successful on the job. The concepts for each unit were based on communicative problem areas identified by job site supervisors. The Moving Ahead curriculum has been used at various English language centers including CRDC, Mission Language Vocational School, Indochinese Training Project, and Mission Community College Center.

IMPLEMENTATION REQUIREMENTS Training is recommended for all staff involved in implementation. Staff requirements are ESL instructors. Material and equipment required include 100 page teacher booklet, 65 pages of student lessons, blank cassette tapes and tape recorder, blank videotapes and videotape recorder.

WORKSHOP PARTICIPANTS/TIME REQUIRED ESL instructors of students employed in English speaking environments; 6 Hours.

FACILITATORS

Ken Beck, Elmer Jan

DEVELOPMENTAL FUNDING CETA, 1976.

PROJECT San Francisco Community College District Vocational ESL Master Plan

TARGET AUDIENCE ESL Administrators, Teachers & Support Staff

DESCRIPTION The goals of the VESL Master Plan are to provide ideas for VESL curricula, to provide correlation among existing VESL & non-vocational ESL programs, to guide teachers new to VESL, to enrich existing ESL & VESL programs, and to provide a basis for establishing VESL programs. The VESL Master Plan outlines the general objectives, language objectives, cultural awareness and contextual areas for the three curriculum units of Getting a Job, Holding a Job and Moving Ahead. Each curriculum unit has four major divisions: general objectives, language objectives, cultural awareness, and contextual areas. Also included in the VESL Master Plan are methods and materials including sample lesson plans and an extensive list of resources and publishers.

HISTORY The VESL Master Plan is one component of the San Francisco Community College District ESL Master Plan. The ESL Master Plan Revision Committee, formed in 1975, recognized the growing importance of vocational ESL. A committee was formed consisting of representatives from various language centers with VESL projects. The VESL Master Plan, published in 1976, was the result of that committee's work. In 1977, the VESL Master Plan was updated and revised.

IMPLEMENTATION REQUIREMENTS Adopting a master plan requires a supportive administration, a faculty willing to implement the plan and a support staff to perform the testing and placement of students. Training is recommended for all staff involved in implementation. Staff requirements include an administrator and/or VESL coordinator, job developer, teachers, and support staff. Material and equipment requirements include the usual classroom and textbook supplies in addition to employment and work-related forms. A link with occupation specific class(es) is vital.

WORKSHOP PARTICIPANTS/TIME REQUIRED ESL Administrators, Teachers, Support Staff; 6 Hours.

FACILITATORS Anita Martinez, Louise Yee

DEVELOPMENTAL FUNDING San Francisco Community College District, 1976-77.

PROJECT Vocational ESL: A Partnership with Industry

TARGET AUDIENCE Limited English proficient employees in industry.

DESCRIPTION A Partnership with Industry is designed to provide relevant ESL instruction to employees at their worksite. The on-site VESL instruction will enable employees to communicate with supervisors, earn promotions, and become an integrated part of the work force.

HISTORY During the 1980-81 school year, the Fremont Union High School District developed a process model for implementing VESL classes at industry sites. VESL classes were subsequently established at ten local electronics companies. This model is currently being used by two adult education districts in the Santa Clara Valley. Industry representatives have noted a positive effect on employee performance and morale following the VESL classes.

IMPLEMENTATION REQUIREMENTS Adoption requires administration and industry support. Training is recommended for all staff members involved in implementation. Staff requirements include VESL teachers and a project director whose hours are contingent upon the scope of the project. A curriculum developer and aides are optional. Materials required include traditional ESL texts, teacher-made material, and vocational resource material. Facilities for classes at the industry site are required.

WORKSHOP PARTICIPANTS/TIME REQUIRED Administrators, Coordinators, VESL Teachers; 6 Hours.

FACILITATORS Cindy Wilde, Pat Lamborn

DEVELOPMENTAL FUNDING Section 310 of the Adult Education Act, 1980-81.

Exemplary Programs for Adults was written largely by the staffs of the projects described, without whose full and willing cooperation the catalog could not have been produced. However, the reader is cautioned that some errors may exist due to the limited time available for checking entries.

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